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AUTHOR Jones, Susan Holtzer
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ABSTRACT

Results of a survey of student affairs staff at the University of California, (UC) Davis, are presented, with attention to different perceptions and experiences of male and female staff. A total of 309 staff (nurses, counselors, police, secretaries, administrators, and computer programmers) returned the Student Affairs Staff Survey, for a response rate of 64 percent. About half of the staff members were actively interested in moving upward from their current jobs. While 71 percent felt their career field offered advancement opportunities, only 43 percent saw such opportunities at UCD, and only 23 percent saw opportunities in either student affairs or their individual units. The great majority of staff members had participated in at least some university-supported education or training, while men were significantly more likely than women to be involved in professional activities outside their immediate jobs. Information is also included on promotions, employment background, sources of job satisfaction, participation in different types of university-supported training, whether the university or employee paid for training, and areas of training needed for present job and for advancement. The questionnaire and statistical findings are included. (SW)

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HE018 341

Susan Holtzer Jones
Research & Evaluation
Office of Student Affairs

ACADEMIC 8-TO-5'ERS: STUDENT AFFAIRS STAFF AT UC DAVIS

INTRODUCTION

Student Affairs, particularly within the UC structure, often seems a rather miscellaneous business. Student Affairs staff are nurses, and counselors, police officers and secretaries, administrators and computer programmers. They, along with their colleagues in other administrative offices, are "support staff" to the academic enterprise, sharing the goals and mission of higher education, but not necessarily all the perquisites. They are the people who arrive at 8 and go home at 5, and in between keep the enterprise running in the face of often conflicting institutional and personal demands.

A good deal of current research in higher education has focused on such non-faculty support staff, the "lords, squires and yeomen" who run the organizational side of institutions.[1] Most of this research, however, has emphasized the decision-makers, studying attitudes and behaviors of upper-echelon administrators. This study is both narrower and broader: narrower, because it deals with just a single slice of institutional support--that of Student Affairs; broader, because it deals not only with the decision-makers, but with those who operationalize their decisions.

The basis of this report is the results of the Student Affairs Staff Survey, which contained more than 40 questions covering a wide spectrum of work-related issues. The survey is not exhaustive, but it does tell a good deal about Student Affairs staff—who they are, how they feel about their jobs, and something of their goals and plans.

Among other things, it describes an extraordinarily diverse group, generally satisfied with their jobs, but with specific dissatisfactions, and generally ambitious, but often facing barriers to satisfying that ambition.

This is the first in a series of reports to be drawn from the survey, and is intended to provide only a rough overview of the results. It is based only on total percentages and a breakout by sex, and therefore results--even those which are statistically significant--must be approached with extreme caution.

While many of the differences between men and women are interesting and/or suggestive, it must not be assumed that sex is necessarily the controlling variable. Controlling for job category (management, professional or clerical), for instance, may cause many of these differences to disappear. It must be kept in mind that much further data analysis is required before any but the most superficial conclusions may be drawn.

It is anticipated that additional reports will deal in greater depth with specific topic areas covered by the survey, such as Employee Development, Advancement Opportunities, and Job-Related Attitudes. In addition, units seeking specific information from the data are encouraged to communicate with the Office of Research and Evaluation.

A complete set of tables is included with this report as an Appendix.

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[1] Scott, Robert A. Lords, Squires and Yeomen. Washington: American Association for Higher Education, 1978.

A Note on the Response Rate

The questionnaire was mailed in December 1979 to all career staff employed in Student Affairs, a total of 484 people; 309 returned the survey for an overall response rate of 64%. An indication of the representativeness of the sample is offered by the following tables:

RESPONSE TO SURVEY

	Percent of Respondents	Percent of Total Work Force [1]
Men	38.8 (n=116)	36.8
Women	61.2 (n=183)	63.2
	(did not state= 10)	
White	84.2 (n=250)	78.0
Nonwhite	15.8 (n= 47)	22.0
	(did not state= 12)	

[1] Total work force figures are based on headcount totals drawn from Student Affairs Affirmative Action Plan, October, 1979.

PERCENT OF RESPONSES FROM EACH STUDENT AFFAIRS UNIT

Unit	Percent	
Admissions/Rel W Schools/EOP	80	(n=24)
Financial Aid	76	(n=34)
Housing	65	(n=34)
Registrar	35	(n=11)
SHC/Cowell Hospital	41	(n=41)
Union/Recreation Services	58	(n=29)
Police Department	52	(n=33)
Student Development	73	(n=45)
Other	82	(n=41)
Did not state: n=17		

ADVANCEMENT AND CAREER GOALS

About half of all staff members are actively interested in moving upward from their current jobs, while nearly everyone has at least some interest in advancement. Fifty-two percent of the staff--55% of men, 49% of women--are more concerned with advancement than with improving their present jobs. And no more than 7% were uninterested in advancement opportunities at any level.

Seventy-one percent felt there were opportunities for them to advance within their career field, but only 43% saw such opportunities at UCD and only 23% in either Student Affairs or their individual units.

Men were significantly more likely than women to see advancement opportunities in their present unit* and in their career field in general;* women were more likely than men to feel there were advancement opportunities at UCD as a whole* and in Student Affairs.

*Items marked by an asterisk have chi-square statistics which are significant at the 0.05 level or below.

Women were generally less sure of possible opportunities--a higher proportion of women than men said "maybe" or "do not know" to questions about advancement prospects. An element in this uncertainty may be the fact that a significantly lower proportion of women (67%) than men (85%) are currently employed in their field of choice.*

Of those indicating reasons for lack of opportunities, 30% said there simply were no vacancies above them, and another 24% cited administrative or supervisor's decisions. Fifteen percent said they had reached the top of their field, and 13% said their skills were too specialized (for instance, medical personnel).

To most staff--and especially women--education is considered an important element in their career goals. The educational level of women staff is significantly lower than that of men. Forty-five percent of women have less than a bachelor's degree, compared to only 19% of men, and there are higher proportions of men than women at all levels above the B.A.*

Predictably, therefore, more women (72%) than men (57%) feel that further training or education is necessary for career advancement,* although only slightly more women than men are currently working toward a degree or credential. In addition, a significantly higher proportion of women (36%) than men (21%) participated in training for advancement rather than for job-improvement purposes, and only 8% of women, compared to 13% of men, used such training for purely personal self-improvement.*

At the same time, however, a higher proportion of men than women have taken academic courses for credit while employed at UCD, both with and without University support. (Parenthetically, while 15% of Student Affairs staff are currently working toward an academic degree, only 2%--five people--are doing so here at UCD.)

There is nothing in the data at this point to indicate what level of education is being referred to, and further detail is needed. It may be, for instance, that many of those who feel they need further education already possess bachelor's degrees and are now interested in professional preparation.

JOB MOBILITY

Women's opportunities for advancement are limited by problems of geographic mobility. Only 21% of women, compared to 45% of men, could give an unqualified "yes" to an offer of a better job outside the Davis/Sacramento area.* (It is interesting to note that 23% of women have neither husband nor children at home; however, no correlation has been done, and therefore no conclusion should be drawn from what may be coincidence.) Fifty-four percent of women would flatly turn down such an offer, compared to only 25% of men.*

Thus, men far more than women feel able to seek career advancement outside UCD, and this is reflected in their job-seeking behavior. A significantly higher proportion of men than women have applied for and/or are currently seeking a job elsewhere than at UCD.* Therefore, also, advancement opportunities at UCD would seem to be particularly critical

to women staff, and in fact a somewhat higher proportion of women than men have applied for and/or are currently seeking a job here on campus.

Not surprisingly, family considerations are the primary limiting factor in women's geographic mobility. A significantly higher proportion of women (34%) than men (12%) said they could not move from this area because of family responsibilities.* And among those who gave a conditional "yes," 31% of the women, compared to 16% of the men, mentioned family needs as one of the conditions. In all, 41% of women staff cited their spouse or family as an intervening factor in their ability to move from the area for a better job, compared to only 18% of the men.*

EMPLOYEE DEVELOPMENT

The great majority of staff members have participated in at least some University-supported education or training. Only 19% said they have had no such opportunity at all. In addition, most staff felt their unit had generally positive attitudes toward employee development--75% said their unit either initiates or encourages training. The most common University contributions were time off with pay and/or payment of fees.

Men tended to participate more often in externally-oriented training, and women more often in internal training. For instance, a significantly higher proportion of women (63%) than men (44%) had participated in employee development classes,* and women were also more likely to have had cross-training or internships. On the other hand, men were significantly more likely to have attended a professional meeting or conference,* and were also more likely to have taken formal academic courses.

Men were significantly more likely than women to have participated in training at their own expense. Eighty-three percent of men had paid for some training themselves while employed at UCD, compared to only 54% of women.* Men were more likely to have paid their own way for professional meetings* and academic courses for credit; women were more likely to have paid for non-credit academic courses. (It might be noted that, while 76% of men earned over $15,000, including 55% who earned more than $20,000, only 32% of women's salaries were above $15,000.* While no straight-line correlation is implied, it seems likely that salary and self-paid education are somewhat related.)

Women were significantly more likely than men to participate in the formal organizational elements of employee development. For instance, 41% of women, compared to 24% of men have filed a formal employee development plan,* and 48% of women had discussed training during their last performance evaluation, compared to only 27% of men.* Women were also significantly more likely to be familiar with the University's policies and procedures regarding employee development.*

The single type of training most desired was in administrative and management skills. This was true for both men and women, and for both current job performance and future advancement. (It was generally not defined by those respondents requesting it.) Training in accounting and budgeting, in supervisory skills, and in computer and data-processing were also mentioned often.

Men were somewhat more likely than women to want administrative/management training, while women were more likely to want accounting and budgeting, communications skills, and medical in-service training.

Computer and data-processing training was more often requested to improve current job performance than for advancement, as was medical in-service training and a variety of individual unit topics. An academic degree was more often noted as necessary for advancement than for current performance, along with various kinds of experiential learning, such as internships, and a better knowledge of University customs and processes.

PROFESSIONAL ACTIVITIES

Men are significantly more likely than women to be involved in professional activities outside their immediate jobs. A much higher proportion of men than women belong to a professional association,* hold a title or office in such an association,* and have attended professional meetings.* Men were also significantly more likely to serve on a campus committee or work group--44% of men are on at least one such body, compared to only 19% of women, and 14% of men serve on three or more groups.* Before any conclusions can be drawn, however, these data should be analyzed by job category as well as by sex.

Men's reading habits tend to reflect the external orientation suggested by such professional activities, while women's reading reflects a more internal, job-specific orientation. As one might expect, men (66%) are significantly more likely than women (42%) to customarily read at least one professional journal,* and they also are somewhat more likely to read a daily newspaper regularly (including the Aggie). On the other hand, women are significantly more likely to read the Staff News,* as well as campus memos and directives, and office bulletin boards. As above, these data need to be analyzed by job category.

EMPLOYMENT AND PERSONNEL MATTERS

Slightly more than half of all staff have been promoted at least once while employed at UCD. A somewhat higher proportion of women (57%) than men (47%) have been promoted, even though a slightly higher proportion of men have been employed here for more than three years. Women were also somewhat more likely to have received multiple promotions or reclassifications.

Student Affairs staff came to their present jobs from a wide range of backgrounds. Twenty-nine percent were hired internally, coming to their current jobs from other positions within UCD; another 27% had been working in the Davis/Sacramento area. Thus, 56% of staff were employed locally at the time they were hired into their present positions--61% of women and 47% of men.

Another indication of local connection is the 21% of staff who received a degree from UCD--27% of men and 18% of women. This represents 29% of those staff members who hold at least a bachelor's degree. Of those women staff with a B.A. or more, 26% earned a degree at UCD; of those men with a B.A. or more, 33% hold a UCD degree.

Men were hired into UCD almost equally from other colleges, public agencies, and private employers, while more than half the women in Student Affairs (53%) worked in the private sector before being employed on this campus, and only 17% came to UCD from another college or university.* It seems likely that these figures reflect to some extent the large number of women in clerical jobs.

Many staff would be happy to alter their work year if they had the chance. Full-time 12-month staffers were most likely to be satisfied--69% of them preferred that schedule. On the other hand, only 51% of the 10-month staff preferred their schedule, while 46% prefer to work 12 months. And 63% of part-time workers were happy with that status, with 26% preferring a 10-month schedule.

Totals do indicate some flexibility in the current employee situation. Twenty-one percent of all those responding work 12 months but would prefer 10; another 3% work 12 months but would prefer to work part-time. Thus, 24% would actively prefer to work less time than they currently do.

SATISFACTION

Staff were most satisfied with the quality of work with Student Affairs. By far the highest level of satisfaction was with the quality of one's own work--91% were either very or generally satisfied with their own performance. A somewhat lower proportion, 75%, were satisfied with the performance of their coworkers, while 79% were satisfied with the quality of their unit's performance.

Lowest levels of staff satisfaction dealt with unit relationships. Only 55% were satisfied with the general morale in their unit, and 58% with their own level of involvement in unit decision-making. And 64% felt satisfied with their unit's treatment of employees in general. Personal relationships fared somewhat better; 82% were satisfied with their opportunities for personal contact, and 72% were satisfied with their immediate supervisor.

Flexibility of work schedule was a greater concern of women than of men. While approximately the same proportion of women (72%) as men (69%) were satisfied with their opportunities for flexibility, a significantly higher proportion of women (20%) than men (9%) were dissatisfied;* a much higher proportion of men were simply neutral. And flexibility was significantly more important to women (83%) than to men (71%).*

SURVEY RESULTS

Student Affairs Staff
UC - DAVIS

	Total (n=309)	Men (n=114)	Women (n=182)
University-supported training:			
None	19.4	16.4	19.1
Employee development (in-service training)	55.0	44.0	63.4
Informal on-the-job training	39.8	39.7	39.3
Cross-training/internships	10.7	6.0	12.6
Professional meetings/conferences	54.4	63.8	49.2
Formal academic courses (for credit)	11.7	14.7	9.8
Non-credit academic courses	9.7	8.6	10.9
Other	6.8	10.3	4.9
How the University contributed:			
Time off with pay	64.1	61.2	68.9
Time off without pay	6.5	8.6	4.9
Time was made up	11.3	16.4	8.2
University paid fees	40.8	40.5	41.0
Used reduced-fee policy (UC academic credit)	3.6	3.4	3.3
Other	6.8	9.5	4.4
Training at employee's own time and expense:			
None	34.3	17.2	45.9
Academic courses for credit	28.2	32.8	24.0
Non-credit academic courses	18.8	17.2	19.7
Professional meetings/conferences	37.5	57.8	25.1
Other	8.1	8.6	7.7
Primary purpose of training or education			
To improve performance of current job	55.1	60.6	52.0
To improve opportunities for job advancement	29.8	21.1	36.0
Self-improvement unrelated to job	10.6	12.8	8.0
All of the above	4.5	5.5	4.0
Attitude of unit toward training for employees:			
Initiates training	36.2	38.8	33.9
Encourages but does not initiate training	38.8	37.1	39.9
Permits but does not encourage training	21.7	20.7	23.5
Discourages training	2.3	2.6	2.2
Does not permit training	1.0	0.9	0.5
Was training discussed in your last performance evaluation?			
Yes	40.1	27.4	47.5
No	51.0	61.9	44.8
Did not participate in evaluation	3.3	5.3	2.2
Did not have evaluation in last year	5.6	5.3	5.5

	Total	Men	Women
Familiarity with policy & procedures regarding employee development:			
Yes	68.2	61.7	73.5
No	31.8	38.3	26.5
Have filed an Employee Development Plan:			
Yes	34.4	23.5	41.4
No	65.6	76.5	58.6
Opportunities for advancement in present unit:			
Yes	23.3	28.7	18.9
No	49.7	44.4	54.3
Maybe	20.5	15.7	23.4
Do not know	2.1	3.7	0.6
Not interested	4.1	7.4	2.9
Opportunities for advancement in student affairs:			
Yes	23.3	18.0	26.3
No	33.1	39.0	29.4
Maybe	25.2	22.0	28.1
Do not know	13.2	14.0	11.9
Not interested	5.3	7.0	4.4
Opportunities for advancement in UCD as a whole:			
Yes	42.6	28.8	51.2
No	20.6	29.8	14.8
Maybe	26.8	28.8	25.3
Do not know	6.3	6.7	6.2
Not interested	3.7	5.8	2.5
Opportunities for advancement in career field:			
Yes	70.8	76.2	68.5
No	6.5	3.8	7.9
Maybe	16.2	9.5	20.0
Do not know	2.9	4.8	1.2
Not interested	3.6	5.7	2.4
Reasons for lack of advancement opportunities:	(n=136)	(n=53)	(n=80)
No vacancies; no room above me	30.1	22.6	35.0
Administrative policy or decision	23.5	28.3	21.3
Have reached top of my field	15.4	18.9	13.8
Skills or field too specialized	13.2	11.3	13.8
University will only hire from outside	9.5	7.5	10.0
Bias or discrimination	9.6	13.2	6.3
Lack degree, education or training	7.4	5.7	8.8
Lack of funds, budget constraints	3.7	7.5	1.3
Is further training or education necessary for advancement?			
Yes	66.9	56.8	72.4
No	33.1	43.2	27.6

	Total (n=150)	Men (n=63)	Women (n=84)
Further education or training needed for present job:			
Administrative/management skills	44.0	52.4	36.9
Accounting/budgeting	20.7	15.9	23.8
Supervisory skills	17.3	19.0	16.7
Computer/data processing skills	12.0	7.9	15.5
Skills relating to specific unit function	12.0	12.7	11.9
Medical-related in-service training	7.3	4.8	9.5
Personnel/employee relations	6.7	6.3	7.1
Language and/or speaking skills	6.7	3.2	9.5
Academic degree	6.7	6.3	7.1
Writing skills	4.0	1.6	6.0
Counseling skills, dealing with students	4.0	3.2	3.6
Interpersonal skills	4.0	0.0	7.1
Stress management	3.3	4.8	2.4
Experiential learning (internships, etc.)	2.7	1.6	3.6
Office/clerical skills	2.7	0.0	4.8
University policies, procedures, customs	2.7	3.2	1.2
Time management	2.0	3.2	1.2
Statistics	0.7	1.6	0.0
Other	10.7	17.5	6.0
	(n=137)	(n=48)	(n=87)
Further education or training needed for advancement:			
Administrative/management skills	39.1	50.0	33.3
Accounting/budgeting	18.1	14.6	19.5
Academic degree	16.7	22.9	13.0
Supervisory skills	13.0	10.4	14.9
Experiential learning (internships, etc.)	11.6	16.7	9.2
Computer/data processing skills	8.7	8.3	9.2
University policies, procedures, customs	6.5	4.2	5.7
Writing skills	5.1	0.0	8.0
Office/clerical skills	4.3	0.0	6.9
Personnel/employee relations	4.3	4.2	4.6
Language and/or speaking skills	4.3	2.1	5.7
Counseling, dealing with students	3.6	2.1	4.6
Medical in-service training	2.9	0.0	4.6
Skills relating to specific unit functions	2.2	2.1	2.3
Interpersonal skills	1.4	2.1	1.1
Time management	0.7	0.0	1.1
Other	8.0	10.4	6.9

	Total	Men	Women
Current educational level:			
High school only	8.5	1.8	12.6
Some college	20.9	12.3	25.8
A. A. degree	6.2	5.3	6.6
Bachelor's degree	20.6	17.5	23.1
Some graduate school	11.8	14.0	9.9
Master's degree	17.6	21.9	15.4
Doctoral degree	6.5	15.8	1.1
Professional degree	6.9	11.4	4.4
Other	1.0	0.0	1.1
Did you receive any degrees at UCD?			
Yes	21.0	26.5	18.0
No	79.0	73.5	82.0
Currently working toward degree or credential:			
Yes	15.1	13.8	16.6
No	84.9	86.2	83.4
Working toward degree/credential here at UCD:	(n=52)	(n=18)	(n=33)
Yes	9.6	11.1	9.1
No	90.4	88.9	90.9
Type of degree/credential you are working toward:	(n=37)	(n=13)	(n=24)
Master's degree	37.8	53.8	29.2
Bachelor's degree	29.7	23.1	33.3
Doctoral degree	8.1	15.4	4.2
Professional degree	2.7	7.7	0.0
Associate degree	2.7	0.0	4.2
Other credential	2.7	0.0	4.2
Other	16.2	0.0	25.0
Number of promotions/reclassifications at UCD:			
None	46.2	53.0	42.8
Once	30.7	27.8	31.1
Twice	12.9	13.9	12.8
Three or more times	10.2	5.2	13.3
Presently employed in field of choice:			
Yes	73.6	84.5	67.0
No	14.9	7.8	19.6
Have not decided on a career field	11.6	7.8	13.4
Current career attitude:			
Actively interested in advancement	51.6	55.0	49.4
Most interested in improving current job	48.4	45.0	50.6

	Total	Men	Women
Applied for another job at UCD in past two years:			
Yes	30.1	24.6	33.9
No	69.9	75.4	66.1
Applied for another job elsewhere in past two years:			
Yes	32.4	41.6	27.4
No	67.6	58.4	72.6
Currently seeking another job at UCD:			
Yes	14.3	12.6	15.5
No	85.7	87.4	84.5
Currently seeking another job elsewhere:			
Yes	20.7	32.1	14.4
No	79.3	67.9	85.6
Job directly before current job was:			
At UCD	28.6	24.1	31.1
Elsewhere in Davis/Sacramento area	26.6	23.3	29.4
Elsewhere in California	27.3	31.9	23.9
Out of state	14.1	17.2	12.2
This is first job	3.3	3.4	3.3
Job before being employed at UCD was:			
At another college/university	22.0	31.0	16.8
With a public agency (state, federal, etc.)	25.7	30.1	24.0
With a private employer	45.7	32.7	52.5
Have not held a job outside UCD	6.7	6.2	6.7
Would you move from Davis/Sacramento area for a better job:			
Yes	30.3	44.7	21.2
Yes, but only under certain conditions	27.0	30.7	24.6
No, because of family responsibilities	25.0	12.3	33.5
No, because I don't want to leave this area	15.0	11.4	16.8
No, for other reasons	2.7	0.9	3.9
Conditions noted as necessary to agree to move:	(n=83)	(n=37)	(n=45)
Location considerations	45.2	56.8	37.8
Job considerations	36.9	43.2	31.1
Spouse/family considerations	25.0	16.2	31.1

How do you feel about:	Total	Men	Women
The quality of your own work on the job.			
Very/generally satisfied	91.0	90.3	92.4
Very/somewhat important	94.3	93.6	95.5
The quality of your co-workers' work.			
Very/generally satisfied	75.0	72.1	76.9
Very/somewhat important	88.2	85.2	90.7
Your unit's treatment of employees.			
Very/generally satisfied	64.3	60.7	67.2
Very/somewhat important	88.8	87.7	90.6
Your immediate supervisor.			
Very/generally satisfied	72.4	76.1	70.1
Very/somewhat important	89.8	90.7	90.5
Use of your particular qualifications on the job.			
Very/generally satisfied	73.7	77.6	71.9
Very/somewhat important	86.2	85.5	88.3
Physical facilities or equipment.			
Very/generally satisfied	64.1	65.2	63.9
Very/somewhat important	80.7	77.3	82.8
Opportunities for flexible scheduling.			
Very/generally satisfied	70.4	69.1	71.9
Very/somewhat important	77.4	70.6	82.9
Involvement in your unit's decision-making.			
Very/generally satisfied	58.2	57.6	59.8
Very/somewhat important	82.9	80.0	85.0
Opportunities for personal contact with others.			
Very/generally satisfied	82.4	85.8	82.3
Very/somewhat important	84.9	84.5	86.3

	Total	Men	Women
Amount of control over your own work.			
Very/generally satisfied	78.6	79.5	79.4
Very/somewhat important	90.5	91.8	91.1
Amount of pressure on the job.			
Very/generally satisfied	59.9	56.6	63.4
Very/somewhat important	78.8	75.2	81.7
Unit's ability to do its job.			
Very/generally satisfied	79.0	75.0	81.2
Very/somewhat important	92.9	93.6	92.8
General morale in your unit.			
Very/generally satisfied	55.2	53.6	56.7
Very/somewhat important	90.2	91.8	90.5
Service on any Student Affairs or campus committees/work groups:			
None	72.3	56.3	80.9
1-2	21.5	29.5	17.5
3-5	5.6	13.4	1.1
6 or more	0.7	0.9	0.5
Memberships in professional associations:			
None	47.0	23.0	61.2
1-2	40.1	54.0	31.7
3 or more	12.9	23.0	7.1
Offices or titles in professional associations:			
None	84.8	75.0	90.7
1-2	14.2	23.3	8.7
3 or more	1.0	1.7	0.5
Professional association meetings attended in the last year:			
None	43.3	27.6	53.3
1-2	32.3	38.8	28.6
3 or more	24.3	33.6	18.1

	Total	Men	Women
Regular readers of:			
California Aggie	71.5	77.6	67.8
Staff News	82.5	72.4	89.1
Davis Enterprise or Democrat	56.3	60.3	53.0
Another daily newspaper	54.0	54.3	53.0
University Bulletin	53.0	48.3	56.3
Campus memos and directives	65.6	61.2	69.4
Bulletin boards near office	46.4	38.8	50.8
Other bulletin boards around campus	10.3	14.7	7.7
Professional journals/publications:	51.0	65.5	42.1
1-2	46.4	43.4	48.6
3-5	39.1	36.2	42.6
6 or more	14.4	20.2	8.8
Other campus publications	12.3	12.1	12.6
Ethnic identity:			
White (non-Hispanic)	84.2	81.6	85.7
Black (non-Hispanic)	4.7	5.3	4.4
Hispanic	6.4	8.8	4.9
American Indian/Alaskan native	1.0	0.9	1.1
Asian/Pacific Islander	3.7	3.5	3.8
Age category:			
25 or under	8.7	4.3	11.5
26-39	59.2	63.5	56.3
40-55	24.1	22.6	25.1
56 or above	8.0	9.6	7.1
Family status:			
Spouse/partner, no children at home	32.6	28.7	35.2
Spouse/partner, with children at home	41.3	53.9	33.0
No spouse/partner, with children at home	6.0	1.7	8.8
No spouse/partner, no children at home	20.1	15.7	23.1
Length of time employed at UC Davis:			
Less than one year	12.3	9.6	14.2
1-3 years	22.9	23.5	23.0
3-5 years	14.0	12.2	15.3
5-10 years	29.2	35.7	25.1
more than 10 years	21.6	19.1	22.4

	Total	Men	Women
Occupational category:			
Management	15.0	28.6	7.2
Professional	39.5	51.8	30.9
Clerical/administrative	39.2	8.0	58.6
Technical/other	6.3	11.6	3.4
Are you a supervisor?			
Yes	53.6	55.7	53.0
No	46.4	44.3	47.0
Current employment status:			
Part-time	11.8	9.6	12.6
Full-time 10 or 11 months	11.8	11.3	12.6
Full-time 12 months	76.4	79.1	74.9
Preferred employment status:			
Part-time	10.7	4.4	14.0
Full-time 10 months	29.4	17.5	37.1
Full-time 12 months	59.9	78.1	48.9
Salary level:			
Less than $5,000	1.0	0.9	1.1
$5,000 to $9,999	7.9	3.5	10.9
$10,000 to $14,999	42.2	19.3	55.7
$15,000 to $19,999	20.8	21.1	20.2
Over $20,000	28.1	55.3	12.0
Student Affairs unit:			
Admissions/Relations With Schools, EOP Outreach	8.2 (24)		
Financial Aid	11.6 (34)		
Housing	11.6 (34)		
Registrar	3.8 (11)		
Student Health/Cowell Hospital	14.0 (41)		
Union and Recreation Services	9.9 (29)		
University Police	11.3 (33)		
Student Development units	15.4 (45)		
Other	14.0 (41)		
Suggested discussion topics:	(n=88)	(n=36)	(n=51)
Day-to-day operations, procedural issues	54.5	50.0	58.8
Personal concerns/personal development	40.9	63.9	21.6
Current personnel policies	36.4	38.9	35.3
Promotion/advancement policies	31.8	30.6	33.3
Inter-unit communication	28.4	16.7	37.3
Student Affairs issues/goals	25.0	25.0	23.5
Innovative personnel policies	22.7	11.1	27.5
Campus/University issues	12.5	13.9	11.8
Other	22.7	30.6	17.6